



**Annual Report
2011**

Demonstrating Holistic Child & Adult Basic Education Linkages



Literacy & Adult Basic Education



When Acan Rufina was young, education of boys was favored. She finished P3 and then stopped school to help her blind grandmother. She was married off when she was 14.

"When literacy classes started, I joined so I could remember and learn new things. My siblings went to school and I also want to be educated." Rufina has eight children, six of them are going to school.

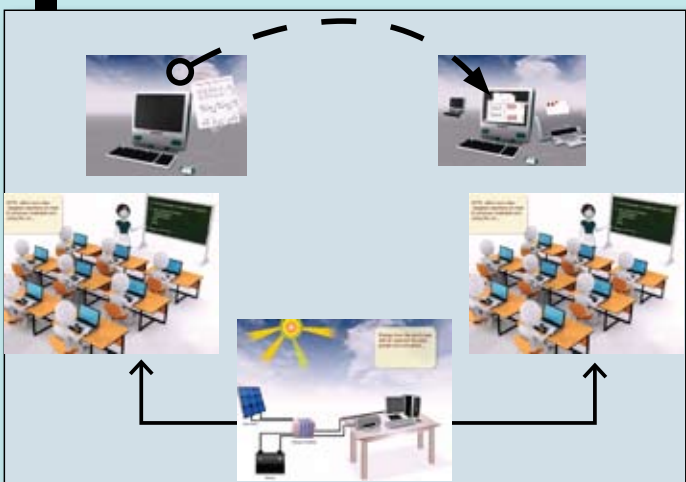
She trained for TBA when she was still in Tegot IDP camp. She delivers seven to ten babies in a month. Before she learned to write, she needed help to record data. Now she can write the name of parents, weight, day of birth. "I used to not go to hospital with the mother after she delivered," says Rufina. "Now I go and give records to medical staff. I'm very excited about reading and don't want to stop."

Acan Rufina, 54, Labongonye Village, Kalum Parish, Paicho Sub-County, Gulu District



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"I sensitize parents, mobilize them, by telling them education is better for future generation. Especially girl-child education should be supported because experience has shown girls concentrate with education and support the family. We will also organize role models in school under KIOS to come to talk to girls from community. Many girls are dropping out of school. They need to realize importance of going to school. We will go back to the roots and talk not only in schools but also in community."

Abdul Said, parent educator at Ociba Islamic P/S

Remarks by Chairperson L A B E Board

***Education is one of the most powerful weapons one can use to change society...
Nelson Mandela.***

L A B E whose mission is promoting literacy practices and increase access to information, particularly among women and children in local communities, in order to effectively demand and protect their rights, has had its programmes reach out to a number of stakeholders. These include the parents both at home and schools, School Management Committees, Area Language boards, teachers, head teachers and local leaders in the communities. These have been targeted differently and equipped with information essential to support education and influence practices at different levels.

I would like to commend L A B E's dynamism in responding to the different needs of these stakeholders. The existing project initiatives supporting Mother Tongue Education are timely especially for policy awareness at different levels. Developing and equipping schools and homes with local readers is bridging the gap that existed in the implementation of Thematic curriculum.

On behalf of the Board, I would like to extend our sincere appreciation to our



donors and all partners for the sincere support offered to L A B E during the implementation of our projects.

I welcome all of you to our 2010/2011 Annual Report and look forward to continuing working with you in the education struggle.

Rosie Agoi

Chairperson, L A B E BOARD

Remarks by the LBE Director

In 2010-2011, LBE continued to deliver on its Strategic Plan 2010/2014 in 6 districts of Northern Uganda (Gulu, Amuru, Adjumani, Yumbe, Koboko and Arua). Our strategic plan aims are:

- Promoting effective participation in local governance.
- Strengthening parental support for children's school attendance and academic performance.
- Promoting the acquisition of context-specific and demand-driven literacies.
- Strengthening LBE's Institution Development.

And based on the above aims, the following projects have been implemented during this year;

- Mother Tongue Education project, funded by Comic Relief through Africa Educational Trust.
- Literate families funded by OXFAM-NOVIB.
- Learning for Life with ICT, funded by OXFAM NOVIB.

As we take stock of our performance during the year, I am glad to report the steady progress we have made towards achieving our aims against our plan. LBE took significant strides in strengthening parental involvement in children's education in the 6 districts of operation. This work has spontaneously led to the emergence of 372 home learning centres for preparing pre-school children to get ready for school as well as enabling parents to read together with them at home. We have produced 53,800 children written magazines and used in schools and homes. We have also produced 23,500 local language supplementary readers and distributed

them among the children in support of the mother tongue policy. 240 Parent Educators (40% of them female) have been trained to deliver literacy and parenting skills to 19,329 parents). We have also equipped 440 homes with

solar powered lamps for providing light to children and parents to learn together at night. Through our mobilization activities with Women Pressure Groups at sub county level, we mobilized school dropout girls to turn up for Primary Leaving Examination. We supported the development of several local language orthographies such as the Aringa Language orthography. The Kakwa, Lugbara and Acholi orthographies will be done in 2011/2012.

LBE has continued to innovate and make learning pleasurable and enjoyable through initiating new projects. A new project called "Learning for Life with ICT" has been implemented in Gulu and Amuru. The project exposed Parent Educators, Children and Parents in the use of digital cameras, camcorders, laptops and mobile phones. As a result, beneficiaries have been able to produce 20,000 children magazines and recorded their personal testimonies with these ICT tools; a new experience to a good number of them.

At National level, in collaboration with Quality Educators' Project, we took lead in the development of the Implementation Strategy for Advocacy of Local Languages in Uganda, together with the National Curriculum Development Centre. A national document for use by all actors engaged in advocating for mother tongue education in schools was therefore produced.

We take this opportunity to thank our Donors -Comic Relief, Oxfam Novib; our Partners and beneficiaries for their support in 2011. We look forward to another year of working together in 2012.

Stellah Keihangwe Tumwebaze
Executive Director LBE



AET and LABE Partnership

Africa Educational Trust (AET) and LABE have been working together since 2009 to deliver a mother tongue education project in 7 districts (originally 6) of Northern Uganda and West Nile. The Comic Relief-funded project aims to support improved school retention and learning outcomes for children through learning in mother tongue. Key activities include teacher training, development of mother tongue learning resources, home learning activities and parent literacy classes.

The project is now in its third year and the mid term review took place in July and August 2011. The review which was undertaken by 2 external consultants, involved field visits to schools, home learning centres and district educational authorities in each of the project districts. Tools used during the review were interviews and focus group discussions with beneficiaries and lesson observations in participating and non-participating schools.

The review report concluded that the project should be commended for "implementing innovative strategies that directly address and seek to improve the quality of MTE and that increase genuine parental involvement in the education of their children". The review also noted some challenges, such as the insufficient



project budget for mother tongue resources and learning materials compared to the high demand from beneficiaries, and a need for improvements in the monitoring and evaluation of the project.

LABE and AET have taken seriously all the recommendations from the mid term review and devised strategies to address them. These strategies include jointly applying for additional funding for provision of mother tongue storybooks and learning resources, and revising the monitoring and evaluation framework to include a greater focus on assessing the outcomes of the project.

AET and LABE continue to enjoy a strong partnership and have conducted various joint activities during the year, including the mid term review, project monitoring and training workshops. In 2012, AET will provide further capacity building for LABE staff in financial management, monitoring and evaluation, and pedagogy. AET greatly values our partnership with LABE and commends all LABE staff for their continuing hard work and commitment to this valuable project.

JEN BLACKWOOD,

AET

Looking Back at 2011

In 2011, we were able to successfully implement and conclude the following projects:

1. Learning to Live

It was a continuation of an earlier tripartite project implemented in partnership with War Child Holland and Echo Bravo in 25 schools of Gulu and Amuru districts, supported with funding from OXFAM-NOVIB. It started in January 2010 with the original purpose of improving access to quality education and educational performance and increase retention in Gulu and Amuru Districts. In the earlier project it was not plausible to assess the effects of the project hence this extension.

The evaluation of the one and a half year extension shows that the intended outcomes are more visible than before.

Achievements:

There was increased participation of parents in school based learning activities, attendance in school management meetings, community support to construction of teacher's houses, providing meals to children and buying children books and other scholastic materials.

Primary one to three teachers are now able to evaluate themselves as well as assess the work of pupils.



There was improved monitoring of school activities by the SMCs ranging from developing school development plans to monitoring the performance of teachers.

What still needs to be done,

As there is limited supply of teaching aids and supplementary readers in the local language due to high demand, the next project ought to give highest priority to this area. By encouraging more authors to write books in the local language and support teachers to write books in local language, these interventions would address the current demand and contribute to production of the reading materials in Acoli.

The livelihood elements, together with girl child retention are still strategic areas for more support.

2. The Children's Right to Education Campaign

Funded by a Finnish NGO KIOS, the overall goal was to create awareness on children's (especially the girls) right to education in Arua. Specific objectives of the campaign were:

- to create awareness of 900 parents (65% women) and 40 teachers in children's (especially the girls) right to education in Arua District,
- support women pressure groups to raise community awareness on children's education, provide information to create awareness on children's right to education and good

"Generally within community, parents have limited time with their children. Mostly they do petty business in markets and small jobs. They only meet in evening. They don't know how children do, what they lack, even to extent they don't check children's books, which has affected performance of children in school and home. Parents should have respect for each other and children and then children will grow with discipline." Yeka Joseph



Looking Back at 2011

learning environment, both at school and home;

- support education duty bearers (Head Teachers, SMCs, Teachers, Education Officers and parents) to fulfill their duties while ensuring that education rights holders demand for their rights.

The end of project evaluation made the following observations on what the project achieved:

- The introduction of the school councils enabled pupils to do peer monitoring in schools and in homes. Absenteeism has been checked as children track each other. In the school courts, the District Education Officer Arua reported that children leaders are able to arbitrate and judge cases among themselves.
- As a result of the establishment of school councils, children are now able to identify problems faced by their colleagues and report to their parents or teachers.
- Parents are now aware of their roles through school open days and parent –children joint sessions.
- Arua district has expressed commitment to incorporate issues of children's education rights in the district development plans.

3. Family Sexuality Education Project (FASE)

FASE aimed to increase children's educational performance, retention and completion especially among the girls through increased parental and teacher



participation in their Sexual Reproductive Health and Rights education. It was implemented in Koboko and Yumbe districts through providing information, training and practice sessions and advocacy.

What was achieved?

Sexuality has been demystified through training. Senior Female and Male teachers gained new skills in counseling and guiding children especially young girls and community members. Community members with very strong entrenched beliefs against disclosing sexual issues to young people have been encouraged to change this negative attitude. This has led to increased enrolment of girls in project supported schools.

The openness about sexuality promoted by the project has significantly improved interaction between teachers and parents and between children and teachers.

It helped to change the long held view that sex education promotes immorality in the schools. Schools in Koboko and Yumbe are equipped with information and skills to advocate for Sexual Reproductive Health Rights (SRHR) of young people and are able to positively respond to their concerns in school.

The skills gained through peer counseling and guidance improved the retention of girls in school, checking early pregnancy and management of other body changes during adolescence such as menstruation and ways of coping with it.

"Most parents within this community don't show love for their children. Some don't even give food to children. Parents need to wake up to give love to children. So they know they will get food and go to school without doubts. On the other hand, about 30% of parents are very supportive of child education and other needs. We still have lot of work to do. We need to reach more parents." Andera Betty

Looking Back at 2011

4. Literacy Training in Families (LIT Family)

The project aimed at supporting extension of school activities at home in Arua, Koboko Yumbe and Adjumani districts as a remedy for low primary school performance, poor children's retention and poor learning outcomes especially among the girls. The project did this through providing portable solar lamps to enhance home based learning support to children. It covered 20 Schools and 440 homes.

Achievements

High enrolment was recorded in project schools compared to non project schools. This was due to increased sensitization of communities through radio programmes.

Evaluators also noted that 8 savings groups were able to buy their own lamps so that their children could have more time for reading. This shows that the project can be owned and sustained by the beneficiaries.

Children in project homes had more time to read together with their parents as they had access to solar lights at home.

The project availed more reading materials to children to practice reading skills.

5. Quality Educator's Project 2010- June 2011

This project was implemented in 4 districts of Apac, Gulu, Pader and Amolatar by LABE, FAWEU, and UNATU with technical support from Ministry of Education and Sports, Kyambogo University, National Curriculum Development Centre and Directorate of Education Standards and funding from Oxfam Novib and Education International.

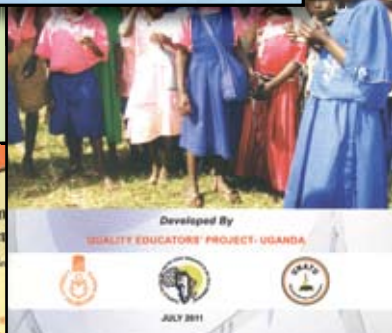
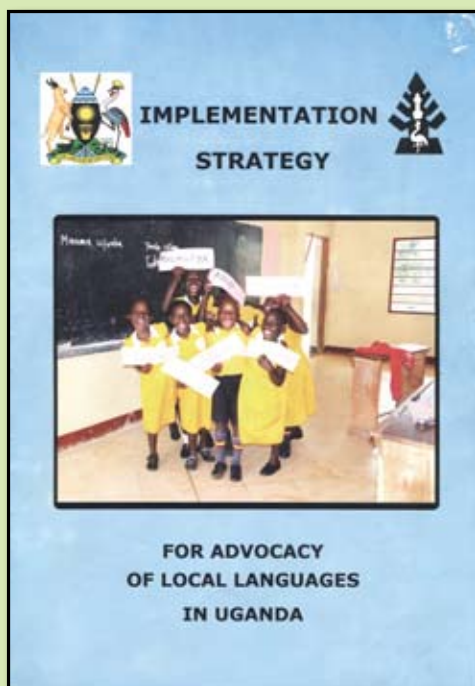
The purpose was to respond to the provision of quality education with a focus on teacher support and their professional development.

Achievements:

- Lobbied Ministry of Education to adopt and own the following publications; Teachers Competence Profile, Life Skills Curriculum and the Implementation Strategy for Advocacy of Local Language and the Head Teachers Manual. These materials have been approved for use in schools as government educational materials. 8000 copies of the Life Skills Curriculum, 10,000 copies of the Teachers Competence Profile, 10000 copies of the Implementation Strategy for Advocacy of Local Languages in Uganda and 10,000 copies of Head teachers' manual have been distributed in the districts.
- There is increased awareness and appreciation among primary school teachers of the value of Life Skills Curriculum, Teacher's Competence Profile and MTE in primary education.
- 40 Primary Teacher Tutors and Center Coordinating Tutors in the 4 pilot districts are now better prepared to offer support to teachers in delivering lessons on life skills, gender responsiveness and mother tongue advocacy.



Looking Back at 2011



- 240 head teachers and 240 deputy head teachers have been equipped with skills to become better leaders. This has been achieved through training workshops on performance management using the newly developed manuals
- A National level team comprised of 3 Civil Society Organizations (LABE, FAWE and UNATU) and Government education bodies (National Curriculum Development Center, Directorate of Education Standards, Kyambogo University and, Ministry of Education and Sports) was established to lobby and advocate for quality education.



"Within our community there is disunity among parents. Some parents don't support children's rights. As a result children don't get fed and don't go to school. Dramas we see teach us that this should be abolished. Parents should teach children every evening. We need more support and initiatives to sensitize parents."

Benard Asiku

On-going Projects

Mother Tongue Education (MTE)

The four year Mother Tongue Education (MTE) project was launched in 2009. It is funded by Comic Relief and implemented by Africa Educational Trust and LABE, to support the implementation of the MTE policy.

The project provides a workable model, incorporating training, resource development and advocacy that can be adopted by government for implementation and up-scaling in other areas. The core project activities include: training teachers, broadening the literate environment through provision of local language materials, boosting parental and family involvement in girls' schooling, and strengthening local government ability to provide a quality education for marginalized children using the mother tongue.

The Mid Term Review exercise in July 2011 noted the following significant achievements;

- Successfully implemented strategies that increase genuine parental involvement in the education of their children by going beyond the usual focus on governance (through PTAs and SMCs) to encompass classroom learning such as joint learning sessions.
- The emergence of Home Learning centers linking home learning and



school learning was a key innovation as it made the involvement of the parent in children's learning more visible. Parents and children of all ages practice literacy skills at these centers together.

- Celebrating Mother tongue day in February every year has had impact in sharing values of using mother tongue in the education of children to the community.
- The Joint learning sessions is an innovative strategy of the MTE project where parents attend their children's literacy lessons at least once in a week. This has generated greater involvement of parents in their children's education.
- Ensuring that project implementation has largely gone according to plan and within time frames established in the project proposal and monitoring and evaluation structure.
- The project has provided assorted scholastic materials to all project schools, including charts, Manila paper and story books. Orthographies in Aringa, Kakwa and Madi have been produced.
- A small but significant

"Children used to get shy when we would talk about STDs. Even we were shy to talk about diseases. But since tapes with recorded messages were introduced, they started to listen. Also we parents talk freely about it."

Amori Simon

On-going Projects

improvement in the literacy and numeracy results of pupil tests in the project schools between Year 1 and Year 2 of the project has also been noted.

What needs to be done?

MTE project partners including core Primary Teachers Colleges (PTCs) and the Ministry of Education and Sports (MOES), should be encouraged to become more involved in project implementation, to ensure both a strong sense of ownership and means of sustainability.

Given the high transfer rate of head teachers and teachers, it is advisable that MTE project staff periodically refreshes project schools staff about the purpose and activities to ensure adequate support to the project.

Learning for Life (L4L) with ICT,

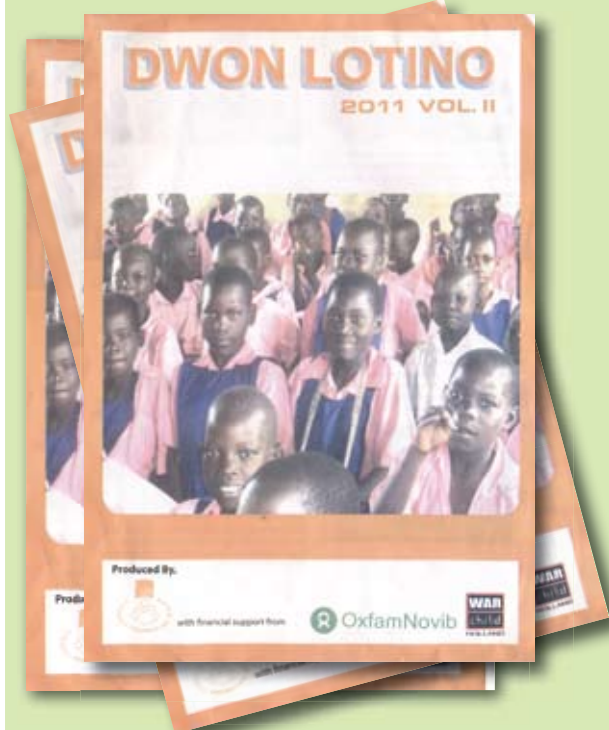
This is a tripartite project implemented by, LABE, Echo Bravo and War Child Holland. It aims at enhancing learning through formal and non formal education initiatives for children and young people in 5 sub counties in Gulu, Amuru and Nwoya districts. The project started in March 2010 and a midterm review in July 2011 observed the following achievements:

Use of cameras and other technologies in the ICT mobile box helped children to create their own reading materials such as magazines. The magazine is contributing to improved reading in the schools and home learning centers.



But the evaluators also noted that sensitization of the parents and pupils on HIV/Aids should emphasize use of Music, Dance and Drama as additional strategies.

It was also noted that the high attrition of parent educators especially in Gulu municipality is influenced by the high cost of living and reliance on a cash economy. If these are to stabilize, LABE should solicit for extra resources to top up this stipend they got in addition to making it more regular.



"I love to be a parent educator because I help eradicate the issue of illiteracy. It has also increased my knowledge. At the beginning it was not easy to persuade people to join literacy classes. They spent so many years in IDP camps and they thought it was useless to go to school. But now they can read."

George Oringa, parent educator

New Projects:

Strengthening Knowledge and Instruction through Local Languages (SKILLS)

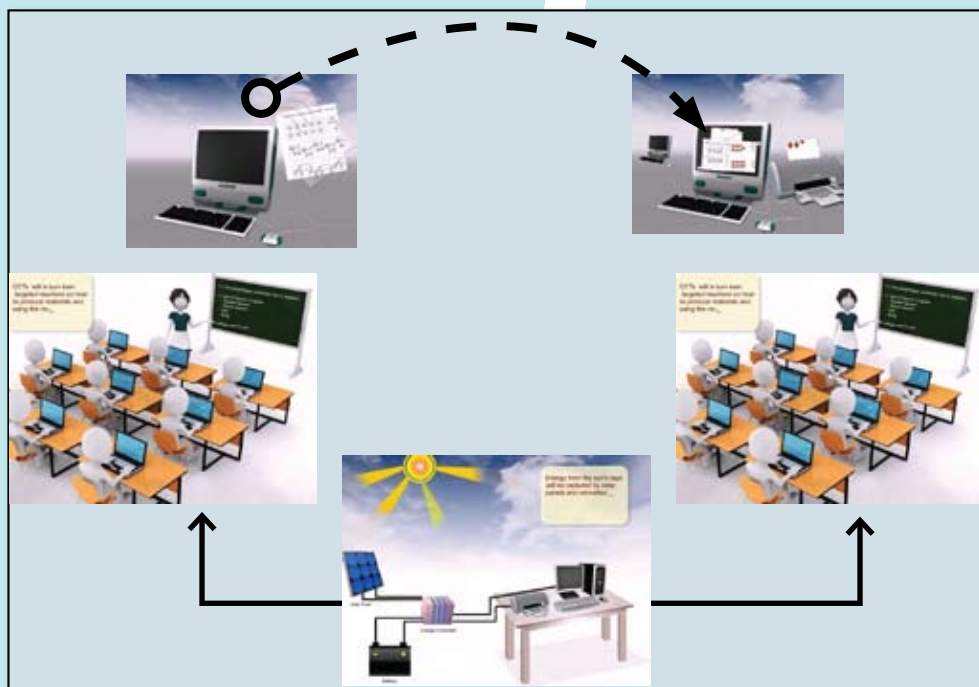
The overall objective of this project, which started in July 2011 to cover 20 schools in the two district of Gulu and Adjumani in Northern Uganda and West Nile respectively, is to contribute to increased awareness and understanding among education stakeholders of the benefit of the use of mother tongue as a language of instruction especially in the initial years of children education.

One of the outcomes of SKILLS is increased capacity of 140 grade 1 to 3 teachers in using the mother tongue for instruction

through monthly online web-based training support, backed by mobile SMS texting.

What has been achieved so far?

- 140 Teachers have been sensitized on the project
- New partners have been identified and Memoranda of Understanding signed. In particular World Vision is constructing two classroom blocks at Paicho and Minakulu primary schools in Gulu district to host the computers and other project accessories. The host School Management Committees have developed their strategies to ensure efficient use of the facilities and ensuring security of the computers



"In FASE club, we do drama, speeches, poems, articles. We are taught how to counsel others. We talk about making local pads. We tell other children about peer groups and to leave bad children that might mislead them."

Komakech Jerry Victor, 13



Case Studies

By Tadej Znidarcic

1. Drama Group

Ayiforo Village, Ariwara Parish, Dadamu Sub-County, Arua District (KIOS)

Under a tree, drama is playing out: Parents from two poor village families value education differently. Parents from one family send children to school. They all graduate and go on to earn higher education. The other family argues a lot and parents don't care about education. They even sell one daughter as a housemaid to a rich trader. Instead of finishing primary school, she gets pregnant and dies during childbirth. "Parents should send children to school," says Small Lois, 10, after seeing this drama played by adults and children from nearby Ociba P/S and Ociba Islamic P/S. "Parents should not marry off children when they're young," added Mercy Enecia and Tuwone Alia, both 12. Similar dramas are regularly played at both primary schools. They're conceived by farmer Abdul Said, 48, who wants to sensitize his fellow parents. "Women and girls should not be seen as a source of money," he says. "And we need to reach the girls as well. Many decide they will not go to school anymore once they become teenagers. We parents, we have to work together. If we are illiterate because we didn't finish school, our children should not be like that. Education is key for our children to have better future."



2. Making Sanitary Pads

Drimu Village, Godia Parish, Media Sub-County, Koboko District (FASE)

It used to be common that girls from Birijaku P/S missed school for some days when they had menstruation. But since FASE club was introduced in the school and children learned how to make pads themselves, girls don't stay home anymore. Among them is Dodo Agnes, 16, who will attend P7 in 2012. "I learned how to make pads and I don't miss school anymore," says Agnes. When she is making pads, she is sometimes helped by her brother Komakech Jerry Victor, 13, also member of FASE club. "Since he learned how to make pads, people started to call him 'doctor,'" says his mother Arie Zabib who adds, "Local material is cheaper and now we don't spend much on pads." Relationships between children and parents changed since FASE club started. "Children are now more active and talk more freely," says Zabib. "When we counsel them, they respond positively." Agnes had repeated a class, but now she's performing well. "I got guidance from my mom," she says. "She told me about benefits of education and showed me examples of other children that are doing well in school." Adds Zabib: "I want to support my children so they will become good people."



Case Studies



3. Solar Lamps

Ekoku Home learning center, Amelo Village, Pereci Parish, Pakele Sub-County, Adjumani District (Literate Families)

More than twenty children and adults sit on the floor of a hut in the evening. They read books under the bluish light of an LED lamp. Parent educators Eriga Ven John, 43, and Adrupio Christine, 38, both farmers, lead the session. "My education finished in P7," says John. "Our children should get better education so they have better life. Since we started the home learning center in April 2011 their performance in school improved. Several children from our center were first or second in their class this year." "I come here to share and learn from others," says Inyao Gloria, 14. "When I'm alone I get lazy, here I get motivation." Maridio Concy, 12, adds: "At home, our mother often asks us to do domestic work, so we can't review school lessons. Especially girls benefit from coming here." The lamp has also other benefits. "This lamp doesn't produce smoke and it doesn't go off when there is a lot of wind," says Sinia Margret, 15. "You also don't have to buy paraffin which is expensive." Under the guidance of parent educators, books are passed among the learners and voices reading can be heard late into the night.



4. Adult Learner

Acan Rufina, 54, Labongonye Village, Kalum Parish, Paicho Sub-County, Gulu District (MTE-NPL)

When Acan Rufina was young, education of boys was favored. She finished P3 and then stopped school to help her blind grandmother. She was married off when she was 14. "I tasted education only for few years, but I knew I didn't know much," says Rufina, farmer and traditional birth attendant (TBA). "When literacy classes started, I joined so I could remember and learn new things. My siblings went to school and I also want to be educated." Rufina has eight children, six of them are going to school. What she learned helps her check their books. She can now also keep records of farming produce and count money when she sells surplus in the market. She trained for TBA when she was still in Tegot IDP camp. She delivers seven to ten babies in a month. Before she learned to write, she needed help to record data. Now she can write the name of parents, weight, day of birth. "I used to not go to hospital with the mother after she delivered," says Rufina. "Now I go and give records to medical staff. I'm very excited about reading and don't want to stop."





Financial Matters

Financial Highlights 2010/2011

LABE's projected consolidated budget for the year ended 30th June 2011 was capped at **2,531,653,207/=**. The amount realised was **2,615,078,429/=**; an increment of 4% above the budgeted amount.

This was largely caused by gains in exchange rates resulting from an unstable shilling during the year as well as realized remittances from new projects and sale of services through consultancies.

Projects time Line 2010/2011:

Project	Acronym	Donor	Status
Mother Tongue	MTE	Comic Relief / Africa Educational Trust	Ongoing
Strengthening Knowledge and Instruction through Local Languages	SKILLS	Oxfam Novib	Ongoing
Learning for Life	L4L	Oxfam Novib	Ongoing to August 2012
Lit Family 1	LitFam1	Oxfam Novib/ Phillips	Completed 31 st Dec 2010
Lit Family 2	LitFam2	Oxfam Novib/ Phillips	Extended to 31 st Dec 2011
KIOS	KIOS	The Finnish NGO	Completed 30 th June 2011
Learning to Live	L2L	Oxfam Novib	Completed 30 th June 2011
Sexuality Education	FASE		Completed 30 th June 2011
Quality Educators	QE	Oxfam Novib	Extended to 30 th Dec 2011
Uganda Network on SHR Education	UNESEM	Oxfam Novib	Completed 30 th June 2011

Challenges:

- ✓ The **drastic fall** in value of the shilling against foreign currencies, coupled with the high inflation meant that LABE had to work within a static budget margin to enable achieve set objectives amidst a turbulent economic environment. Adjusting to the general increase in price of market items against a static budget was a challenge during this period.
- ✓ **Retaining** our Parent Educator Volunteers during the hard economic times meant that the small stipend that LABE offered had its value eroded.
- ✓ Some partnerships arrangements under the L4L project did not work out and this delayed the implementation of L4L project in Gulu and Amuru districts.

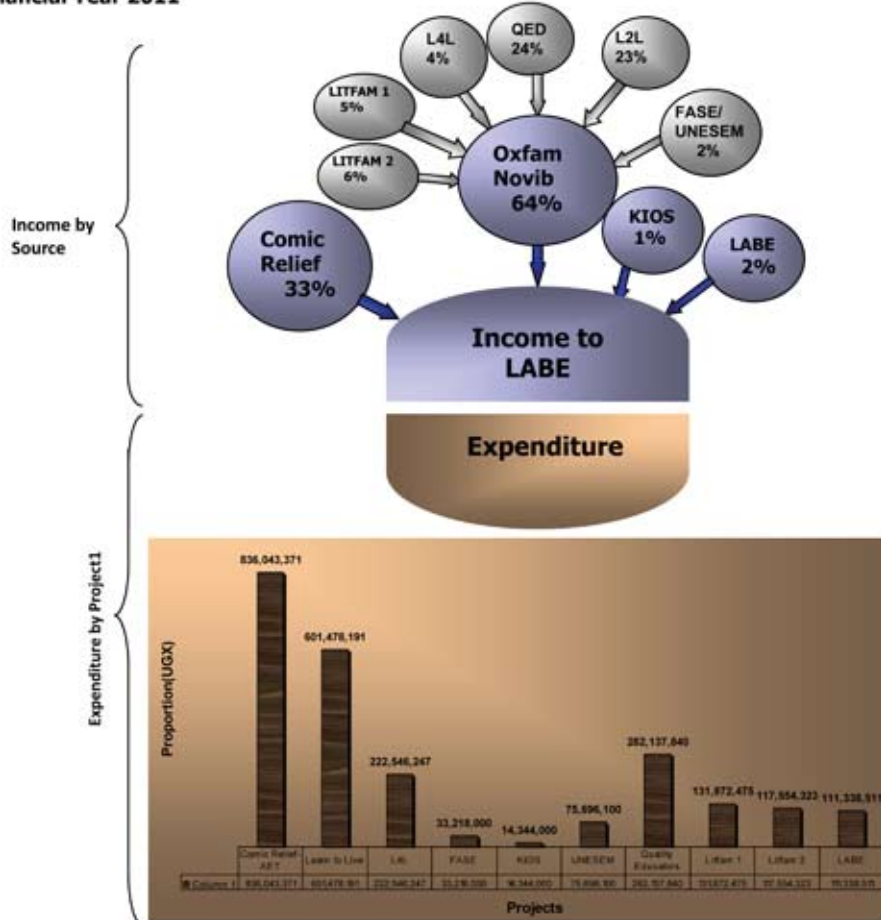
Appreciation:

Management is particularly grateful to all its longtime development partners namely Oxfam Novib and Comic Relief (through Africa Educational Trust); for their financial and technical guidance during the implementation of our programmes.

We also appreciate all our other partners jointly or individually for their contributions and commitment to working with LABE. The annual activities for year ended on 30th June 2011 were audited and a report is available upon request.

Joseph Kaaya, Head of Finance

Financial Year 2011



Literacy and Adult Basic Education (Labe) (A Company Limited by Guarantee without share capital)

STATEMENT OF FINANCIAL POSITION AS AT 30TH JUNE 2011

	Notes	2010/2011 UGX	2010/2011 Euros	2009/2010 UGX
A Assets	6	252,555,408	€ 72,951	126,655,184
Non Current Assets:				
B Current Assets:-				
Accounts Receivable & prepayments	7	38,449,296	€ 11,106	7,927,002
Staff Accounts	8	2,496,650	€ 721	-
Cash and cash Equivalents	9	594,322,083	€ 171,670	356,009,451
Total Current Assets		635,268,029	€ 183,497	363,936,453
C Current Liabilities:-				
Creditors & Accruals	10	21,688,611	€ 6,265	9,287,900
D Net Current Assets (B+C)		613,579,418	€ 177,233	354,648,553
Total Assets (A+D)		866,134,826	€ 250,183	481,303,737
REPRESENTED BY:				
E Capital Fund	11	252,555,408	€ 72,951	126,655,184
F General Fund	12	45,204,626	€ 13,057	76,573,395
G Restricted Fund	13	568,374,792	€ 164,175	278,075,158
Total		866,134,826	€ 250,183	481,303,737

The notes to the accounts on pages 16 to 22 form an integral part of these financial statements.

These financial statements were approved by the Board of Directors of Literacy and Adult Basic Education (Labe) on 16th December 2011 and were signed on its behalf by:-

[Signature] 20/12/11
CHAIRPERSON

[Signature] 20/12/2011
TREASURER

[Signature]
DIRECTOR



Staffing Issues and Governance

BOARD MEMBERS:



Chairperson
Rosie Agoi - Asst. Secretary General UNATCOM



Sarah Ali - Founder & Patron of Adjumani Women Association.



Ismail Banduga - Norwegian Refugee Council



Resty Muziribi Assistant Commissioner Pre-primary, MoES



Dick Francis Tumusiime Director, DIFRA Language Services



Mary Kulabako - Lecturer, Kyambogo University



Jasper Okodi World Vision

LABE, empowers her staff through training and mentorship but also allows staff to chart their own career routes. In 2011, one staff from Northern Uganda, Kakanyero left the organization to pursue his career elsewhere. Two Peace Corps Volunteers, Betty Lambert and Nancy Wesson joined the LABE team in 2011.

At the Secretariat



Stellah Tumwebaze .K: Executive Director



Emma Adengo: Office Attendant



Godfrey Sentumbwe: General Programs Manager



Rose Adong: Accounts Assistant (Part-time)



Joseph Kaaya: Finance Manager



Daphne Asimwe: Administrative Officer



Simon Mukula: Monitoring & Evaluation Officer

Northern Region



Humphrey Muhangi: Regional Manager, Northern Uganda.



Joy Oroma: Program Officer, Gulu



Latim Anthony Fassie Administrative Assistant, Gulu



Nancy Wesson: Peace Corps Volunteer, Gulu



Ojok Emmanuel: Driver



Omule Geoffrey: Program Officer, Amuru/Mwoya

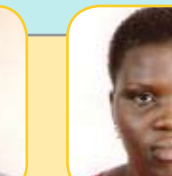
West Nile Region:



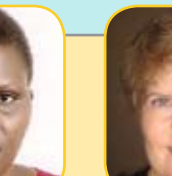
Joyce Nairuba: Regional Manager, West Nile Region



Drani Vick: Program Officer, Koboko



Aji Melda Olea: Program Officer, Arua



Betty Lambert: Peace Corps Volunteer, Arua

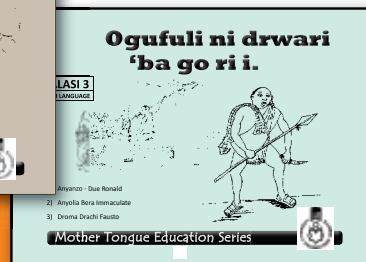
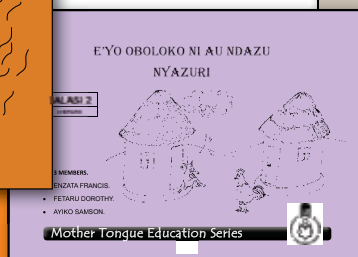


Dumba Lawrence: Driver



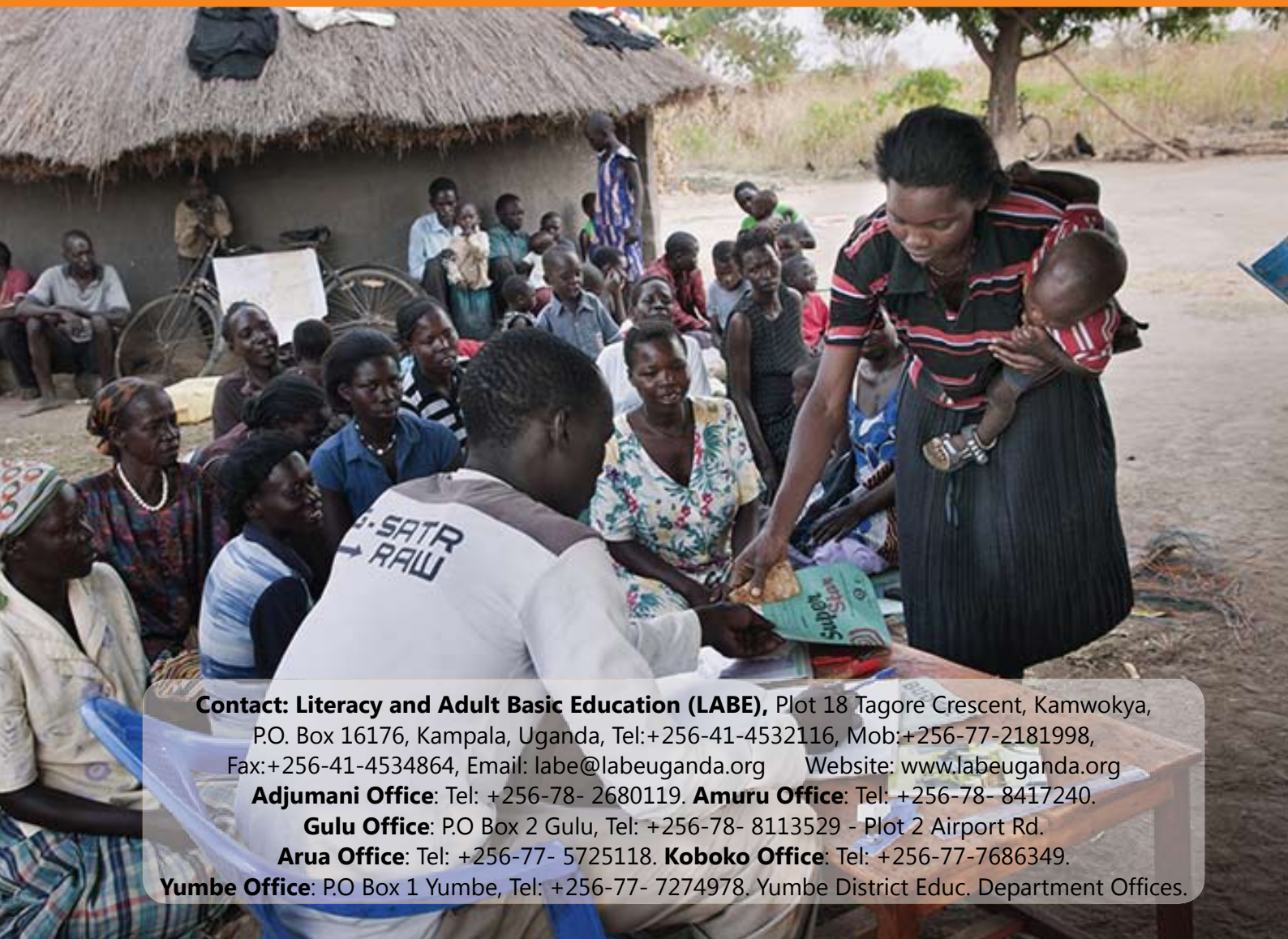
Tarapwe Dominica: Program Officer, Adjumani

Supplementary local language materials produced with support of the local language boards



"... there is a serious problem with the provision of materials in Mother Tongue (MT) in lower primary ... The MTE project has done what it can... to develop and distribute materials ... the project has also trained teachers to produce those materials themselves..."

(Harvey Barbara and Muhwana W. (2011) Mother Tongue Education Project, Mid-term Review Report pg. 22)



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